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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes.—Publications of associations.—Educational history.—Current educational conditions.—Pedagogy and didactics.—Educational psychology.—Child study.—Special methods of instruction.—Special subjects of curriculum.—Kindergarten and primary school.—Rural education.—Secondary education.—Teachers: Training and professional status.—Higher education.—School administration.—School management.—School hygiene and sanitation.—Sex hygiene.—Physical training.—Social aspects of education.—Child welfare.—Vocational training and vocational guidance.—School gardens.—Home economics.—Commercial education.—Medical education.—Military training.—Education of women.—Negroes and Indians.—Defective and delinquent children.—Libraries and reading.—Bureau of Education: Recent publications.—Bulletin of the Bureau of Education.

INTRODUCTORY NOTES.

Among the volumes listed in the present bulletin the following may be designated as of special importance, the numbers in parentheses referring to the full entries in this record: McCormick, History of education (357); Adams, Making the most of one's mind (368); Kemp, Methods for elementary and secondary schools (372); Chapman, Individual differences in ability and improvement (377); Mackay, Children's plays (403); Bailey, Montessori children (414); Parker, Methods of teaching in high schools (426); New York State Department of efficiency and economy, Report on cost of providing free textbooks (453); Kelly, Teachers' marks (459); Yearbook of open-air schools (464); Davenport, What is involved in vocational education (474); Thompson, Commercial education in public secondary schools (491).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

352. National association of corporation schools. Second annual convention. Papers, reports, bibliographies and discussions, Philadelphia, Pa., June 9-12, 1914. New York, The Trow press, 1914. 702 p. 8°. (F. C. Henderschott, secretary, New York, N. Y.)

Contains: 1. H. J. Tilly: Retail sales training, p. 84-94; Discussion, p. 96-102. 2. H. Tipper: The value of training men for work in the advertising department, p. 124-28; Discussion, p. 128-39. 3. A. E. Corbin: The development of salesmen of high grade automobiles, p. 145-58.

- Discussion, p. 158-66. 4. M. E. Douglas: The selection and training of juvenile sales agents, p. 167-82; Discussion, p. 182-86. 5. C. R. Sturdevant: Training executives, p. 259-66; Discussion, p. 266-80. 6. L. L. Park: Training of draftsmen, p. 283-90. 7. Paul Kreuzpointner: The relation of the public school system to corporation schools, p. 291-303. 8. F. W. Thomas: A general talk on apprentice schools, p. 304-14. 9. H. E. Miles: The continuation school and its direction, p. 315-25. 10. R. J. Watson: The training of trade apprentices, p. 326-36; Discussion, p. 337-41. 11. J. H. Weller: A description of the educational work carried on by the Packard motor car company, Detroit, Mich., p. 342-49; Discussion, p. 349-55. 12. N. F. Dougherty: The relation of the school to employment, p. 356-61. 13. B. W. Isfort: Organization in the school and the work in the shop, p. 362-66. 14. W. C. Ash: Continuation class for printers in the Philadelphia trades school, p. 368-76. 15. C. R. Beeman: Some practical problems of the organization of an apprentice school, p. 377-81; Discussion, p. 381-88. 16. J. W. Schultze: Office work schools—are they worth while, p. 497-516; Discussion, p. 517-21. 17. J. S. Donaldson: Training office workers for a railroad, p. 522-29; Discussion, p. 529-35. 18. W. L. Chandler: Corporation versus other schools, p. 536-49; Discussion, p. 549-59. 19. R. L. Cooley: The connecting link between the old school and business, p. 572-83; Discussion, p. 583-92.
353. **National collegiate athletic association.** Proceedings of the ninth annual convention, held at Chicago, Ill., December 29, 1914. 85 p. 8°. (Frank W. Nicolson, secretary, Middletown, Conn.)
Contains: 1. Frank Angell: College athletics on the Pacific Coast, p. 46-50. 2. C. W. Savage: The professional versus the educational in college athletics, p. 52-59. 3. W. H. Lillard: The Andover plan, p. 59-64. 4. P. D. Haughton: Mental training in football, p. 64-67.
354. **National education association. Department of superintendence.** [Synopsis of proceedings of the Cincinnati meeting, February 22-27, 1915.] Journal of education, 81:255-63, 266, 268-72, March 11, 1915.
Contains: 1. W. H. Taft: Is a national standard of education practical?—2. David Snedden: The Gary system—its pros and cons for other cities.—3. C. H. Judd: Justification and limitations of extension service by state normal schools.—4. J. G. Bocht: Rural school supervision.—5. E. C. Elliott: How shall the merits of teachers be tested and recorded?—6. A. F. Pease: Teachers' agencies—their aims, methods, and advantages.—7. W. A. Wheatley: The place of a survey of vocations in the curriculum.—8. J. W. Davis: The need of a permanent school census in larger cities.—9. A. A. McDonald: The taking of the school census.—10. W. A. Jessup: Current practices and standards in arithmetic.—11. C. H. Johnston: Preparation of high school teachers.
355. **Pennsylvania state educational association.** Proceedings of sixty-fifth meeting, session at Harrisburg, December 1914. Pennsylvania school journal, 63:321-71, February 1915.
Contains: 1. J. J. Palmer: [Efficiency in education] p. 322-24. 2. M. G. Brumbaugh: [Schools of Pennsylvania] p. 325-27. 3. W. C. Bagley: Physical equipment of the school, p. 327-31. 4. R. C. Shaw: Standards in education, p. 336-39. 5. L. W. Raper: Standardization of the rural school plant, p. 339-44. 6. E. H. Griggs: Self-culture through the vocation, p. 347-51. 7. E. H. Griggs: Education for the art of life, p. 352-55. 8. O. T. Corson: The three C's in education, p. 355-57. 9. W. G. Chambers: Co-operation in education, p. 359-61.

EDUCATIONAL HISTORY.

356. **Leach, A. F.** Dr. Kuno Meyer and the origin of Irish learning. Journal of education (London) 47:85-86, February 1915.
357. **McCormick, Patrick J.** History of education; a survey of the development of educational theory and practice in ancient, medieval, and modern times. With an introduction by E. A. Pace. Washington, D. C., The Catholic education press, 1915. xxxiv, 401 p. 12°. Contains bibliographies.
358. **Thomas, John H.** The academics of Indiana. Indiana magazine of history, 11:8-39, March 1915.
Interesting historical sketches of the private secondary schools of Indiana. Concluded from the February number.

CURRENT EDUCATIONAL CONDITIONS.

359. **Aspling, Edwin.** Några anteckningar från en studiereesa i England. Folk-skolans vän, 30:817-19, 853-55, 886-88, December 2, 16, 30, 1914.
An account of the author's observations during a trip to England.

360. **Chicago. Board of education.** [Survey of public schools.] *In its 60th Annual report for the year ended June 30, 1914.* p. 131-387.

The survey was made by committees of teachers and principals, with chairmen taken from the city superintendent's staff, and covers the following topics: School plant, Administration, Child study, Physical education, Humane and moral education, Social efficiency, Music, Training of teachers, Kindergartens, Reading, Spelling, Penmanship, Arithmetic and mathematics, Geography and nature study, History, German, Art-construction, Industrial and prevocational education, Commercial education in high schools, Vocational work in technical high schools, Vocational guidance, Bureau of vocational guidance, Special schools, Penny lunches, Corrective institutions.

361. **Dean, Arthur D.** State program for industrial and social efficiency. *School and society*, 1: 364-70, March 13, 1915.

Read before the National education association, Department of superintendence, Cincinnati, Ohio.

Discusses the question of "a state-wide program which will turn a share of the profits of industry into educational opportunities for all the children of all the people." Gives special attention to educational aspects of child labor.

362. **Gardini, F. V.** La instrucción primaria en el Perú. *Revista universitaria, Órgano de la Universidad mayor de San Marcos (Peru)* 2: 484-510, December 1914.

363. **Guitteau, William B.** Toledo's public schools. Toledo's cosmopolitan high schools. *Ohio educational monthly*, 64: 131-34, March 1915.

364. **Japan. Department of education.** Education in Japan, prepared for the Panama-Pacific international exposition, 1915. Tokyo, Japan, Department of education, 1915. 187 p. tables. 8°.

365. **Meyer, H. Th. Matth.** The German school work during the first five months of the European war. *American school board journal*, 50: 8, 67, March 1915.

"This article has been especially prepared to give American educators an idea of how the German schools are being conducted since the beginning of the European war. The author is, and has been for many years, superintendent of the Hamburg schools."

366. **Netschajaff, Alexander.** The study of education in Russia. *Journal of experimental pedagogy, etc.* (London), 3: 53-56, March 5, 1915.

First number of a series of papers on education in Russia.

367. **Shiels, Albert.** Illiteracy and industrial efficiency in large cities. *School and society*, 1: 325-36, March 6, 1915.

Address delivered at the Department of superintendence, National education association, Cincinnati, February 25, 1915.

PEDAGOGICS AND DIDACTICS.

368. **Adams, John.** Making the most of one's mind. New York, Hodder & Stoughton, George H. Doran company [1915] vi, 290 p. 12°.

CONTENTS.—Taking oneself in hand.—Plan of campaign.—Manipulation of the memory.—Nature of study and thinking.—Mode of study.—Reading.—Text-books and books of reference.—Listening and note-making.—Constructive study in translation and essay-writing.—Examinations.

369. **Childe, Elizabeth.** Teaching concentration. *Outlook*, 109: 155-59, January 20, 1915.

Says that concentration is "the firmly established habit of attention that should be understood by all parents, just as sanitation and infant hygiene should be understood." (Children should be taught to concentrate at an early age.)

370. **Cooper, Clayton Sedgwick.** World-wide education. VII. Education—the American passion. *Educational foundations*, 26: 400-8, March 1915.

Discusses the subject under the following headings: Early forces and foundations, and Modern evolution of the American school boy.

371. **Gitson, T.** Education and personality. Parents' review (London) 26: 92-102, February 1915.
 Advocates moral education as the root of all education. The essence of moral education is to form the habit of self-government. Reviews the various theories of education as expounded by Rousseau, Froebel, Pestalozzi, etc. To be continued.
372. **Kemp, Ellwood L.** Methods for elementary and secondary schools. Philadelphia and London, J. B. Lippincott company [1915] xiv, 311 p. 12°.
 (Lippincott's educational series, ed. by M. G. Brumbaugh)
373. **Peterson, W.** Canadian essays and addresses. London, New York [etc.] Longmans, Green and co., 1915. xi, 373 p. 8°.
 Part 1 of this book contains addresses on political topics. Part 2 contains addresses on educational subjects, namely, National education, The unity of learning, Place of the university in the commercial city, The earliest universities and the latest, Claims of classical studies in modern education, Poetry in the school, Education and business, etc., etc.
374. **Sanders, Frederic W.** The organization of education. Education, 35: 453-56, March 1915.
 Conclusion of a series of articles. Treats of the child of slow development; the child of exceptionally rapid growth and early maturity of mind or body; and the young person who has been kept out of school by illness, lack of opportunity, or other special cause.
375. **Snedden, David.** Problems of aim in elementary education. School and society, 1: 253-57, February 20, 1915.
 Address given before the Elementary teachers' club, Teachers college, February 19, 1915.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

376. **Ballou, Frank W.** Scales for the measurement of English compositions. Cambridge, Mass., Harvard university, 1914. 93 p. 8°. (The Harvard-Newton bulletins, no. 2)
377. **Chapman, James Crosby.** Individual differences in ability and improvement and their correlations. New York city, Teachers college, Columbia university, 1914. 45 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 63)
 Bibliography: p. 45.
378. **Courtis, S. A.** Educational diagnosis. Educational administration and supervision, 1: 89-116, February 1915.
 The writer says that the great determining factor in school efficiency is the individual differences in the native abilities of children. He thinks that the schools already provide ample opportunities for those able to learn, and that the efficiency of school work can most easily be increased not by increasing the opportunities provided, but by making for each child an individual adjustment of work based upon its measured needs.
379. **Drever, James.** A study of children's vocabularies. Journal of experimental pedagogy, etc. (London) 3: 34-43, March 5, 1915.
 A comparative study of the vocabularies of children of different ages, and coming from different social environments. To be continued.
380. **Drummond, Margaret.** The Binet-Simon tests of intelligence. Child (London) 5: 311-16, March 1915.
 Explains the purport of the tests. Thinks that in the future certain improvements will be made in the scale by "equalizing the tests on the same age level, and possibly by substituting tests which have a high correlation with intelligence for those in the scale which have been demonstrated to have a low one."
381. **Goudge, Mabel.** A simplified method of conducting McDougall's spot-pattern test. Journal of educational psychology, 6: 73-84, February 1915.
 Studies from the Cornell educational laboratory, no. 20.
 "Attention is generally esteemed of great importance in the learning process, but the measurement of the range and scope of attention is no simple matter. The McDougall 'spot-pattern' test has been employed by several investigators, but the method of procedure has been so complicated as to make it cumbersome. This article describes a simplified procedure, and gives some results of its application."

382. **Gray, C. Truman.** The training of judgment in the use of the Ayres scale for handwriting. *Journal of educational psychology*, 6: 85-98, February 1915.
Contributions from the University of Texas educational laboratory, no. 6.
"Three university students were trained for weeks in the use of the Ayres scale in grading handwriting. The range of variation in the grades, which, at the beginning, was fairly high, was materially reduced by the training, and the steadiness of judgment was decidedly increased. The process of improvement is carefully analyzed."
383. **Harvey, Nathan A.** The feelings of man; their nature, function and interpretation. Baltimore, Warwick & York, inc., 1914. 276 p. 12°.
Makes a special attempt to bring to the interpretation of psychological phenomena the discoveries that have been made in physiology and neurology.
384. **Lane, Henry A.** Standard tests as an aid to supervision. *Elementary school journal*, 15: 378-86, March 1915.
Results of the Courtis standard tests in arithmetic. The subjects were five hundred pupils distributed in thirty-five classes in four schools in Houghton, Mich. Gives tabulations and graphs.
385. **Learned, William Setchel.** A school system as an educational laboratory. Cambridge, Mass., Harvard university, 1914. 50 p. 8°. (The Harvard-Norton bulletins, no. 1.)
Records the beginnings of educational research in the Newton, Mass., public schools, by the Harvard Division of education.
386. **McKeever, William Arch.** Outlines of child study; a text book for parent-teacher associations, mothers' clubs, and all kindred organizations. New York, The Macmillan company, 1915. xiv, 181 p. 12°.
"The child-study literature": p. 159-181.
387. **Monroe, Walter S.** A test of the attainment of first-year high school students in algebra. *School review*, 23: 159-71, March 1915.
Says that proficiency in algebra demands that "one's knowledge of the formal processes be reduced to the plane of habit and be capable of automatic application." Gives statistical tables of class averages and average deviations.
388. **Morgan, C. Lloyd.** "Meaning" and "significance." *Journal of experimental pedagogy*, etc. (London) 3: 1-8, March 5, 1915.
Definition of these terms from the standpoint of psychology and pedagogy.
389. **Starch, Daniel.** The measurement of efficiency in writing. *Journal of educational psychology*, 6: 106-14, February 1915.
"Derives standard scores in speed and quality of handwriting from tests on 4,074 pupils in grades I to VIII. In contrast to the findings of Freedman, speed and quality increase at a fairly uniform rate."
390. **Stockton, James Leroy.** Exact measurements in education. Chicago, New York, Row, Peterson & company [1915]. 57 p. 16°.

SPECIAL METHODS OF INSTRUCTION.

391. **Dyer, Walter A.** The Hetty Browne method. *World's work*, 29: 558-65, March 1915.
Work at the Winthrop farm school, Rockhill, S. C. Described as "a parallel of the Montessori method, adapted to the needs of older children and to the conditions of life in a rural American community." Illustrated.
392. **Taylor, Howard F.** The dictating machine in the schools. *School review*, 23: 172-74, March 1915.
Advocates using the dictating machine in the language department.

SPECIAL SUBJECTS OF CURRICULUM.

393. **Ballard, P. B.** Norms of performance in the fundamental processes of arithmetic. *Journal of experimental pedagogy*, etc. (London) 3: 9-20, March 5, 1915.
Deprecates the excessive use of the blackboard in elementary schools, both for setting exercises to be worked by the class and for exposition. Continued from previous number.

394. Brown, Robert M. The European war and geography. Educational review, 49: 248-57, March 1915.
 "There are many questions," says the writer, "within the strict bounds of neutrality which make the study of Europe especially worth while today."
 Discusses newspaper maps of war areas, etc.
395. ———. Problems in geography—the map. Elementary school journal, 15: 355-60, March 1915.
 Deals with the scale, direction, and legend of a map.
396. Charters, W. W. and Miller, Edith. A course of study in grammar, based upon the grammatical errors of school children of Kansas City, Missouri. Columbia, Mo., University of Missouri, 1915. 45 p. 8°. (The University of Missouri bulletin. v. 16, no. 2. Education ser. 9).
397. Conklin, Edwin G. The cultural value of zoology. Science, n. s. 41: 333-37, March 5, 1915.
 One of four papers in a symposium before the American society of naturalists, Philadelphia, December 31, 1914. General topic: "The value of zoology to humanity." Discusses the contributions of biology to education and civilization.
398. Eikenberry, W. L. Some facts about the general science situation. School review, 23: 181-91, March 1915.
 Presents the status of science instruction in secondary schools in several states, particularly in Illinois. Shows the great importance of such teaching.
399. Fairbanks, H. W. What should elementary school geography include and in what order should its materials be presented? Journal of geography, 13: 201-8, March 1915.
400. Flagstad, Chr. Den pædagogiske værdi af undervisning i fremmede sprog. Vor ungdom, p. 1-21, January, 1915.
 The author discusses the psychological and pedagogical value of instruction in foreign languages.
401. Gibbs, C. E. University instruction in dramatic technique. New York dramatic mirror, 73: 3, 5, March 10, 1915.
 A plea for instruction in the drama, as an assistance to the budding playwright. Universities should offer opportunities for presenting plays by their student-authors. Describes work of Harvard in this regard.
402. McCorkle, Charles E. Instruction in city schools concerning the war. Pedagogical seminary, 22: 1-26, March 1915.
 A questionnaire was sent to city superintendents, state commissioners of education, and various organizations, in order to ascertain the use that the schools are making of the opportunity of teaching the war. Replies are given from those who think the war should be taught and from those who think it should not be taught. Eighty per cent of the superintendents claim that the war should be taught. Gives suggestions as to how to teach the war.
403. Mackay, Constance D'Arcy. How to produce children's plays. New York. H. Holt and company, 1915. 151 p. 12°.
 Includes a history of the children's play movement, a chapter on its sociological aspects and suggestions for new fields, as well as chapters on play-producing, scenery, costumes, and properties; also gives a graded list of plays adapted to the public schools, and a bibliography of child-drama.
404. Nelson, J. C. Teaching of contemporary history in the high school. History teacher's magazine, 6: 82-85, March 1915.
 Read before the Inland Empire teachers' association, Spokane, Wash., April 16, 1914.
 "This paper has a twofold purpose: (1) To present the results of a test in current events as given to the pupils of our local high school, and (2) To show to what extent attention is being given to the teaching of current events in the leading high schools of Washington."
405. Oliver, Thomas Edward, ed. Suggestions and references for modern language teachers. . . . Urbana, Ill., University of Illinois, 1914. 52 p. 8°. (University of Illinois bulletin, vol. 12, no. 12, November 23, 1914.)
 Contents.—I. Training of the teacher.—II. The teacher in the class room.—III. The teacher outside the class room.—Addenda.

406. **Paul, H. G.** The preparation of high school teachers of English. Illinois association of teachers of English—Bulletin, 7: 5-17, February 15, 1915.
407. **Ritter, William E.** The biological laboratories of the Pacific coast. Popular science monthly, 86: 223-32, March 1915.
Work of the marine laboratories established by the Leland Stanford university and the University of California, etc. Draws some interesting philosophical conclusions regarding the study of biology.
408. **Rivers, John.** The unconventional art school. World's work (London), 25: 287-89, February 1915.
Work of the Heatherley school of fine art, London.
409. Texas history teachers' bulletin, vol. 3 no. 2, February 15, 1915. (Bulletin of the University of Texas, 1915, no. 10.)
Contains: 1. M. R. Gutsch: The teaching of current history in the high school.—2. D. F. McCollum: The effectiveness of history teaching as shown by recent experiment.—3. Harriet Smith: A high school course in history.—4. Thomas Fletcher: Report of committee on condition of history teaching in Texas.
410. **Wannamaker, Olin Dantzer.** The proposed uniform grammatical nomenclature: a criticism. English journal, 4: 82-89, February 1915.
A running commentary on the report of the Joint committee on nomenclature, taking up each part of speech separately and showing wherein the Committee recommendations could have been improved.
411. **Webster, Edward H.** Cooperation of departments in English instruction and practice. Education, 35: 409-21, March 1915.
The writer says that the most effective correlation within the English department is to be found in appreciating "the very close relations between oral and written composition." Teachers in other departments should insist upon "a clear, well-finished, grammatical oral recitation." In the written work they should lay emphasis upon correct sentence and paragraph structure; and do all in their power to develop in students a comprehensive vocabulary.
412. **Woodhull, John F.** Science teaching by projects. School science and mathematics, 15: 225-32, March 1915.
Abstract of addresses delivered at the annual conference of high school teachers, University of Illinois, November 20, 1914, and at the annual meeting of the New York state teachers' association, Albany, November 24, 1914.

KINDERGARTEN AND PRIMARY SCHOOL.

413. **International kindergarten union.** Proceedings of the twenty-first annual meeting. Springfield, Mass., April 20-25, 1914. 162 p. 8°. (Miss May Murray, secretary, Springfield, Mass.)
414. **Bailey, Carolyn Sherwin.** Montessori children. New York, H. Holt and company, 1915. 188 p. illus. 12°.
415. **Smith, Nora Archibald.** Present day criticisms of the kindergarten. Kindergarten review, 25: 401-10, March 1915. (To be continued.)
This article "was written by Miss Smith in March, 1909, and is now published because the editor feels that it will be of interest to the kindergarten world to see how many of the criticisms here quoted have been met in the years that have passed, and how many are still in force."

RURAL EDUCATION.

416. **Campbell, W. J.** Rural educational needs and opportunities. Association seminar, 23: 180-97, February 1915.
This is chapter 3 of a series of articles on Rural life problems.
417. **Carleton, E. F.** The standard of Polk county. What a county superintendent of schools in Oregon did to bring him national recognition. World's work, 29: 589-91, March 1915.
A short but interesting account of experiments in standardization; cooperation of parents and schools.

418. **Early, J. J.** The reorganization of the office of county superintendent. *Wyoming school journal*, 11: 161-66, February 1915.
Advocates the county system for Wyoming.
419. **Pittenger, Benjamin P.** The country school's emancipation. *American schoolmaster*, 8: 66-72, March 1915.
The writer says "that the rural school has enjoyed very little independence of aim and action in the past ... It took its rise from the urban school" and has borrowed its course of study, etc., from the urban school. "The time has come for the rural school to draft a declaration of independence ... to select and present its own subject matter."
420. **Schley, Constance.** The country school of permanent influence. *Educational monthly*, 1: 11-16, March 1915.
Speaks particularly of conditions in Georgia. Says that "the school of permanent influence is dependent upon local pride, local initiative, local self-sacrifice, and local tax in behalf of good schools." Thinks that Georgia will never have schools of permanent influence without local school taxation.

SECONDARY EDUCATION.

421. **Illinois. University.** High school conference. Proceedings, November 19, 20, 21, 1914. Ed. by H. A. Hollister. Urbana, Ill., The University [1914] 328p. 8°. (University of Illinois bulletin, vol. 12, no. 2f, January 25, 1915.)
Contains: 1. W. C. Bagley: Principles justifying common elements in the school program, p. 9-31. 2. J. W. Withers: The principles on which readjustments of the program of studies should be based, p. 34-32. 3. Report of the Committee on "The administrative factors involved in readjustments of the program of studies," p. 32-42. 4. M. H. Stuart: The relation of courses in vocational education to our present school curriculum, p. 42-46. 5. F. D. Harber: The present status and real meaning of general science, p. 48-58. 6. J. G. Moore: Supervised study, p. 73-78. 7. F. W. Johnson: Supervised study, p. 78-84. 8. Sarah E. Sheehan: Views of high school graduates regarding the value of their training in Latin, p. 126-32. 9. A. L. Loring: The relation of high school commercial courses to university courses in commerce, p. 144-49. 10. J. C. Hanna: The high school, p. 150-61. 11. H. G. Paul: The preparation of high school teachers of English, p. 174-83. 12. E. R. Bresick: Supervised study in mathematics, p. 247-58; Discussion, p. 259-60. 13. J. O. Kugg: Marking systems with special reference to the marks of Illinois high school and college teachers, p. 261-62. 14. Miss F. L. Stuart: The demand for Spanish, p. 264-68. 15. A. R. Seymour: Business Spanish in the high school, p. 279-80. 16. J. L. Erb: Accrediting applied music in the high schools, p. 286-90; Discussion, p. 290-97.
422. **Foster, J. Murray.** A study of the Dansville high school. Dansville, N. Y., F. A. Owen publishing company, 1915. 109p. illus. 8°. Published by the order of the Board of education.
423. **Johnston, Charles Hughes.** High school terminology. *Educational review*, 49: 228-47, March 1915.
Shows the growing necessity for pedagogical definitions; and presents a terminology for internal administration and supervision of high schools.
424. ——— Movement toward the reorganization of secondary education: Educational administration and supervision, 1: 165-72, March 1915.
Gives some of the arguments that have been made for and against the six-and-six plan. The writer thinks that there is little proof either way to show the success or failure of experiments with reorganization, but says that he has found no evidence that any of the school experimenters would be willing to return to the old system.
425. **Kiesmann, Rudolf.** Gedanken über unsere höheren Lehranstalten, mit besonderer Berücksichtigung der gymnasien. *Preussische Jahrbücher*, 159: 96-122, January 1915.
A defence of German higher boys' schools against what the author considers unjust criticism, offset by the author's own criticism of certain features.
426. **Parker, Samuel Chester.** Methods of teaching in high schools. Boston, New York [etc.] Ginn and company [1915] xxv, 529 p. illus. 12°. In general the author holds that efficiency and economy in instruction are facilitated by (1) radically adapting all instruction to contemporary social needs, (2) basing methods of instruction on sound psychological principles which have been determined, as far as possible, experimentally, and, (3) applying principles of scientific business management to the conduct of all teaching.

427. Scofield, F. A. The junior high school at McMinnville, Oregon. American school board journal, 50: 11-13, 65, March 1915.
A abstract of an address delivered before the secondary section of the Oregon state teachers' association, December 23, 1914.
Gives an outline of a working plan for a junior high school, and its advantages over the old grade method.
428. Walker, N. W. A high school curriculum without a foreign language. Can such a curriculum be constructed that will put high school graduates into North Carolina colleges without condition? If not, why not? North Carolina high school bulletin, 6: 8-37, January 1915.
Paper presented at Charlotte, N. C., November 27, 1914, before the Department of city superintendents of the North Carolina teachers' assembly.
Tells how the institutions of the north and west have met the question and gives opinions of some prominent educators.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

429. Boyce, Arthur C. A method for guiding and controlling the judging of teachers. American school board journal, 50: 9-10, 66-67, March 1915.
430. Bradford, Mrs. Mary D. Motives for increasing professional interest and growth of teachers. American school board journal, 50: 16-17, March 1915.
"The present suggestive paper . . . was read, in part, before a general session of the Wisconsin teachers' association, November 7, 1914."—Editor.
431. Brereton, Cloudealey. The training colleges and the war. Journal of education (London) 47: 124-25, February 1915. (Conference supplement.)
Says that the duty of the teacher is plainly spiritual. He must aim at developing "a corporate conscience in each nation that makes each nation seriously determined that one nation shall not do wrong or injure another nation, and, if it threatened so to act, must submit to arbitration."
432. Carrington, W. T. The study of education in a normal school. Missouri school journal, 32: 115-19, March 1915.
433. The ethics of a broken contract. Western teacher, 23: 205-7, February 1915.
Discusses the subject from the point of view of the school board and the teacher.
434. Luckey, G. W. A. The essentials in the training of a teacher. School and society, 1: 263-69, February 20, 1915.
"The first requisite in the training of a teacher is good health and lofty ambition; the second, to come through training, is scholarship with right motives; and the third is professional skill in imparting knowledge and inspiring others to right living."
435. Salvoni, Maurizio. Che cosa non dà la scuola normale. Rivista pedagogica, 8: 55-63, January 1915.
A severe criticism of Italian normal schools and their pupils.
436. Teacher-mother question in New York. Educational review, 49: 285-94, March 1915.
Decision of Commissioner Finley on the so-called teacher-mother question which has arisen in the New York city schools.
437. Tyner, B. G. Thorough academic instruction as a foundation for professional training. Virginia journal of education, 8: 349-53, March 1915.
Qualifications and training necessary for the teaching profession.
438. [Winship, A. E.] Teaching to teach. Journal of education, 81: 229-31, March 4, 1915.
An editorial on the profession of teaching.
439. Work in education in colleges and universities, rating, placing, and promotion of teachers, lists of investigations and other information of interest to members . . . Papers presented for discussion at the meeting of the Society of college teachers of education, Cincinnati, Ohio, February 23, 1915 . . . Chicago, Ill., The University of Chicago press [1915]. iii, 94 p. diagrs. 8°. (The school

review monographs, issued in cooperation with the Society of college teachers of education. no. vi.)

"Publications of the Society no. 11."

CONTENTS.—Aims of departments of education in colleges and universities, by C. Alexander.—Facilities for teacher-training in colleges and universities, by C. H. Johnson.—Credit granted by colleges and universities to graduates of normal schools, by W. C. Ruedger.—Recognition given college graduates in the granting of teachers' certificates, by H. Updegraff.—Committee on rating, placing, and promotion of teachers: some propositions and a plan for the improvement of conditions, F. E. Thompson, chairman of committee.—Scholarship in relation to teaching efficiency, by F. L. Clapp.—A method for guiding and controlling the judging of teaching efficiency, by A. C. Boyce.—List of investigations by members, by C. Alexander.

HIGHER EDUCATION.

440. **Burris, W. P.** The opportunity of a municipal university in relation to the city schools. *School and society*, 1: 295-300, February 27, 1915.

A paper read before the Association of municipal universities and colleges at Washington, D. C., November 11, 1914.

441. **Canby, Henry S.** The undergraduate background. *Harper's magazine*, 130: 466-71, February 1915.

Discusses the power of environment in the making of culture, both in the home and in the college.

442. **Colton, Elizabeth Avery.** The junior college problem in the South. *Meredith college quarterly bulletin*, ser. 8, no. 2: 3-15, January 1915.

Presented at the meeting of the Association of colleges and secondary schools of the Southern states, Charlottesville, Va., October 22-23, 1914.

A condensation of this paper is contained in the *High school quarterly*, 3: 114-19, January 1915.

443. **Fess, Simeon D.** A national university. *American school*, 1: 38-40, February 1915.

Gives a number of reasons why a National university should be established.

444. **Pine, John B.** Notes on the building of a university. *Educational review*, 49: 217-27, March 1915.

Deals with architectural plans questions of administration, etc.
Bibliography: p. 226-27.

445. **Pritchett, Henry S.** Standards and standardizers. *School and society*, 1: 386-39, March 6, 1915.

Printed in advance from the ninth annual report of the president of the Carnegie foundation for the advancement of teaching.

Gives the position of the Carnegie foundation in regard to college standards. Speaks of the criticisms that have been aimed against it, and says that the only standards that the Foundation has urged upon institutions have been those of honesty and sincerity.

446. **Stearnes, Wallace N.** Some ear-marks of a university. *Education*, 35: 457-64, March 1915.

Declares the purpose of a university to be three-fold: (1) investigation and research; (2) instruction at the university site and by extension; (3) publication and propaganda.

447. **Swift, F. H.** The paradox of German university and military ideals. *Educational review*, 49: 266-84, March 1915.

The author maintains that Germany's system of education is "at heart brutal ... that it reaches its climax in the student life of the universities."

SCHOOL ADMINISTRATION.

448. **Bagley, W. C.** [The six-and-six plan and easy differentiation.] *School and home education*, 34: 239-41, March 1915.

Editorial.

Not in favor of six-and-six plan. The writer thinks that it is undemocratic in its tendencies.

449. **Evans, C. E.** State functions in education. *Texas school journal*, 32: 9-11, 29, March 1915.

450. **Keith, John A. H.** Unit board for the management of a state's educational agencies. *American school*, 1: 41-45, February 1915.

"A single board is proposed in several states, to assume charge of all the state educational institutions, superseding the separate boards which have, in most states, had charge of the different institutions. The underlying principles and the considerations which should have weight are discussed."

451. **Klingaman, O. E.** Text-book legislation in Iowa. Iowa City, State historical society of Iowa, 1915. 65 p. 4°.

Reprinted from *Iowa journal of history and politics*, 13: 53-113, January 1915.

452. **Lane, Winthrop D.** From Gary to New York city. *Survey*, 33: 628-30, 637-39, March 6, 1915.

Work of the schools described, and conditions in Gary, Ind., contrasted with those in New York city. Presents a solution of the overcrowding of New York schools. William Wirt, superintendent of schools in Gary, the Indiana steel town of 25,000 people, has gone to New York, to demonstrate his methods of school administration, etc.

A criticism of the Gary plan as regards New York city, by Associate Superintendent E. B. Shallow, may be found in *School*, 26: 279, March 25, 1915. The report of the committee appointed by the Syracuse, N. Y., board of education to investigate the Gary system forms a pamphlet of 22 pages. See also item 455, below.

453. **New York (State).** Department of efficiency and economy. Report of investigation of the cost of providing free text-books in the public schools of the state of New York. Albany, J. B. Lyon company, printers, 1915. 445 p. 8°.

Contains: Quotations from various sources—Compilation of some expressions of opinion, p. 112-60. Bibliography of the school text-book question, p. 161-67. Digest of the school text-book laws of the United States, 1914, p. 100-03.

454. **Shawkey, M. P.** Financial support of the public schools. *School and society*, 1: 361-64, March 13, 1915.

Presented at the Cincinnati meeting of the Department of superintendence.

455. **Snedden, David.** The Gary system—its pros and cons for other cities. *American education*, 18: 396-403, March 1915.

An address delivered in Cincinnati before the Department of superintendence of the National education association, February 25, 1915.

"The Gary system has attracted nation wide attention. Its most significant features, the scope of the work undertaken, the general plan of organization and administration are fully set forth in this article ... Dr. Snedden has much to say in favor of the Gary system and very little in the way of criticism."—Editorial, p. 395.

456. **Sutton, W. S.** The school board as a factor in educational efficiency. *Educational review*, 49: 258-65, March 1915.

A plea for the professional freedom of the superintendent. Says that the board should resolutely prevent the introduction of partisan political methods into the administration of school affairs.

457. **Work of the intermediate schools of Los Angeles.** *Elementary school journal*, 15: 361-77, March 1915.

Report made by the principals of the Los Angeles intermediate schools to Superintendent Francis. Discusses the percentage of attendance of pupils; course of study; and advantages of the intermediate school. Presents interesting tables of statistics.

SCHOOL MANAGEMENT.

458. **Harlan, Charles L.** Size of class as a factor in schoolroom efficiency. *Educational administration and supervision*, 1: 195-209, March 1915.

Gives data to show that the effect of the size of class on promotion rate, though slight, is in favor of 30 pupils or less; large classes seem to be a factor in producing withdrawals from the class; medium-sized classes seem to do better work in arithmetic. The difference in achievement of the small class over the large class is so small that it does not seem justified. Thinks that the large class, through improved methods of instruction and more efficient supervision, could achieve as much.

CURRENT EDUCATIONAL PUBLICATIONS.

459. **Kelly, Frederick James.** Teachers' marks; their variability and standardization. New York city, Teachers college, Columbia university, 1914. 139 p. diags. 8°. (Teachers college, Columbia university. Contributions to education, no. 66.)
Bibliography: p. 135-39.
460. **Meyer, Max Friedrich.** The kind of scholarship records to be kept in schools. Columbia, Mo., University of Missouri, 1914. 15 p. incl. diags., forms. 8°. (The University of Missouri bulletin. v. 15, no. 32. Education ser. 8.)
Bibliography: p. 14-15.
461. **Rugg, Harold Ordway.** Teachers' marks and marking systems. Educational administration and supervision, 1: 117-42, February 1915.
Bibliography: p. 140-42.

SCHOOL HYGIENE AND SANITATION.

462. **Alkman, John.** Medical inspection of open air schools. Journal of the American medical association, 64: 731-33, February 27, 1915.
Work of the Edward Mott Moore open air school, Rochester, N. Y.
463. **Steenhoff, G.** De föreslagna skolreformerna ur hygienisk synpunkt. Svensk läroretidning, 33: 1050-52, December 16, 1914.
Discusses the school-hygiene aspects of the proposed school reform in Sweden.
464. Year book of open-air schools and children's sanatoria. A companion volume to "The tuberculosis year book and sanatoria annual." Ed. by T. N. Kely-nack. Vol. 1. 1915. London, J. Bale, sons & Danielson, Ltd., 1915. xxxii, 444 p. 4°.

Contains: 1. L. D. Cruickshank: Open-air education and treatment in Scotland, p. 188-96. 2. W. J. Thompson: Open-air education and treatment in Ireland, p. 197-210. 3. G. D. Porter: Preventoria and open-air schools in Canada, p. 201-7. 4. S. C. King-ley: The Elizabeth McCormick open-air schools of Chicago, p. 237-13. 5. Egbert Morland: Open-air education in Switzerland, p. 214-20. 6. L. P. Ayres: Open-air schools in the United States, p. 221-30.

SEX HYGIENE.

465. **Fisher, George E.** Sex education in the Young men's Christian association. Social hygiene, 1: 226-30, March 1915.
Says that physical training and religion, the one coupled with the other, strengthen the presentation of sex instruction to men and boys. Y. M. C. A. is a pioneer in this work.
466. How shall we teach sex? A symposium. Social hygiene, 1: 257-72, March 1915.
Contains articles as follows: Sex education for children, by Laura B. Garrett; Parent-teacher cooperation in individual instruction, by F. H. Sill; A father's plan for sex instruction, by C. E. Gaffney; and Sex instruction in a high school, by Grace F. Ellis and T. D. Upton.

PHYSICAL TRAINING.

467. **Leonard, Fred E.** Pioneers of modern physical training. 2d ed., rev. and enl. New York, London, Association press, 1915. 159 p. ports. 12°.

Contains 20 biographical sketches.

SOCIAL ASPECTS OF EDUCATION.

468. **Childe, Elizabeth.** Parents and education. Outlook, 109: 539-41, March 3, 1915.
Advocates the home and school movement.
469. **Palmer, Herbert H.** Thrift in the high school. Education, 35: 422-26, March 1915.
What is being accomplished in the Boston high school of commerce. Describes the work of the school bank, and other activities that make for habits of saving and thrift.

CHILD WELFARE.

470. **Forbush, William Byron.** The boy problem in the home. Boston, New York [etc.] The Pilgrim press [1915]. 287 p. 12°.

VOCATIONAL TRAINING AND VOCATIONAL GUIDANCE.

471. **Andrix, Iza Edith.** An experiment in the making and use of furniture by second grade pupils. Manual training and vocational education, 16:416-25, March 1915.
472. **Bawden, William T.** The city superintendent of schools and vocational education. Educational administration and supervision, 1:157-64, March 1915.
Thinks that the superintendent's staff should be enlarged so that the superintendent can have time and energy to devote to the study of the new problems. Speaks of the need of reorganization of schools. Gives advice as to procedure for the superintendent taking up the question of vocational education, and finally speaks of some of the larger problems of administration.
473. **Füchel, Hermann.** Die handarbeit als erziehungsmittel bei J. J. Rousseau. Arbeitsschule, 28:329-36, 371-77, November-December 1914.
Traces the idea of the educational value of manual training in Rousseau's writings and contends that most demands of modern educational reformers have been anticipated by Rousseau.
By the same author: Die handarbeit als erziehungsmittel bei Locke. Archiv für philosophie, 1914.
474. **Davenport, Eugene.** What is involved in vocational education. Urbana, Ill., University of Illinois, 1915. 23 p. 8°. (University of Illinois bulletin, vol. 12, no. 19, January 11, 1915.)
An address delivered before the Business section of the State teachers' association, Springfield, Ill., December 30, 1914.
Opposes a separate system of vocational schools.
475. **Dewey, John.** Industrial education—a wrong kind. New republic, 2:71-73, February 20, 1915.
A criticism of the Indiana law of 1913.
476. **Dooley, L. W.** The educational scrap heap and the blind alley job: a vitally important economic and social problem. Scientific American supplement, 79:170-71, March 13, 1915.
Expresses the need of vocational education in the United States.
477. **Hill, David Spence.** The problems of vocational guidance in the South. School and society, 1:257-63, February 20, 1915.
Also reprinted as a separate pamphlet.
478. **James, Brother.** The wooden horse of vocationalism. Catholic educational review, 9:233-45, March 1915.
Writer says that the advocates of vocational education, by their attacks upon liberal education, give us to understand that a workable compromise between the humanistic and realistic in education can not be maintained. He thinks that if it is a question of one or the other, we should choose the liberal. "To argue for the adoption of a system that fills only commercial or industrial needs is to ignore the fact that man has other and crying needs. . . It is to disregard the longings and aspirations of men's souls; it is to dehumanize man; it is to set a market value upon him and liken him unto so much merchandise."
479. **McManis, J. T.** Vocational training in Chicago schools. School review, 23:145-58, March 1915.
Discusses the advantages of the unit system of management. Presents statistical data of the schools. In eight of the high schools of Chicago there are full four-year courses in technical instruction now in operation. The teachers, in the majority of cases, are "practical" men, the others being school men with college training in technical subjects but no trade experience.
480. **Fabst, A.** Rousseau und die arbeitsschule. Arbeitsschule; 28:381-83, December 1914.

481. Richardson, W. Alfred. Some educational aspects of handcraft. *Child* (London), 5:258-61, February 1915.
Psychological aspects of handwork.
482. Roman, Frederick W. Control of the German vocational schools. *Industrial-arts magazine*, 3:112-16, March 1915.
"This paper was read before the Vocational education association of the Middle West, February 8, 1915. The author lived for several years in Germany and received his Doctor's degree from the University of Berlin."
483. Waldo, Frank. The Beverly factory industrial school. *Education*, 35:432-45, March 1915.
Work of the Beverly (Mass.) industrial school in cooperation with the United shoe machinery company, etc. A happy mean struck between the apprenticeship system and the town industrial school.
484. Wheatley, W. A. Vocational information for pupils in a small city high school. *School review*, 23:175-80, March 1915.
Describes the course in vocational information in the high school of Middletown, Conn.
485. Wirt, William. What your child is best fitted to do. *National association of corporation schools, Bulletin*, 2:9-14, March 1915.
An explanation of new educational features in public schools, by the vocational expert and superintendent of schools of Gary, Ind.

SCHOOL GARDENS.

486. Chapin, Elizabeth G. School gardens. *Home progress*, 4:919-24, March 1915.
List of books on school gardens, p. 923-24.
487. Hollingworth, G. H. Gardening for school children. *Child* (London) 5:252-57, February 1915.
Discusses gardening as an influence on character; methods of working a school garden, etc.
488. Mills, Lewis S. School and home garden work. *Normal instructor and primary plans*, 24:32-33, 71, March 1915; 28-29, 66, April, 1915.
489. Nature-study review, vol. 11, no. 2, February 1915. Special garden number.
Contains: 1. Alice J. Patterson: Children's home gardens. 2. Ethel Gowans: Vegetable gardening for city children. 3. M. O. Evans, Jr.: School and home gardening in Portland, Oregon, season of 1914. 4. Margaret Dolan: Beautifying work as nature-study. 5. Margaret Ahearn: Nature-study in the Gary schools. 6. L. A. DeWolfe: The school fair an aid to gardening. 7. Ellen E. Shaw: Plants for class-rooms. 8. J. K. Stableton: Gardening at Bloomington, Ill.

HOME ECONOMICS.

490. Brown, Edward F. Feeding school children in New York city. *Journal of home economics*, 7:119-24, March 1915.
Tells of the work of the New York school lunch committee, the first endowed school lunch service in this country.

COMMERCIAL EDUCATION.

491. Thompson, F. V. Commercial education in public secondary schools. *Yonkers-on-Hudson, N. Y., World book company*, 1915. 194 p. 8°. (School efficiency series, ed. by P. H. Hanus.)

MEDICAL EDUCATION.

492. Roseau, M. J. Courses and degrees in public health work. *Journal of the American medical association*, 64:794-96, March 6, 1915.
Status of work in university organization. Discusses requirements, courses and degrees. Reviews work of school for health officers of Harvard university.

493. **Vaughan, Victor C., chairman.** Reorganization of clinical teaching. *Journal of the American medical association*, 64: 785-90, March 6, 1915.

Compilation of reports of a special committee of the Council on medical education of the American medical association. Read at the 11th annual conference of the Council, on February 16, 1915. Rational standards in medical instruction urged; hospital as essential adjunct to medical school; use of dispensary, etc.

494. **Vincent, George E.** The university and higher degrees in medicine. *Journal of the American medical association*, 64: 790-94, March 6, 1915.

Discusses the necessity for specialization; medical university extension for postgraduate work, etc.

MILITARY TRAINING.

495. **Schaeffer, Nathan C.** Should our educational system include activities whose special purpose is preparation for war? *School and society*, 1: 289-95, February 27, 1915.

An address given before the Department of superintendence, Cincinnati, February 24, 1915. Does not approve of introducing military drill in the public schools. Thinks that it is harmful during boyhood and adolescence and should be postponed to the period when the youth has entered college or started upon his vocational career.

EDUCATION OF WOMEN.

496. **Hazard, Caroline.** Where the college fails the girl. *Ladies' home journal*, 32: 19, 72, March 1915.

Advocates more training in the physical sciences, domestic science, and physical education.

497. **Hollingsworth, Leta Stetter.** Functional periodicity; an experimental study of the mental and motor abilities of women during menstruation. New York city, Teachers college, Columbia university, 1914. 101 p. diagr. 8°. (Teachers college, Columbia university. Contributions to education, no. 69.)

Bibliography: p. 100-101.

498. **Lietz, H.** Deutsche landerziehungsheime für mädchen. *Schulhaus*, 16: 479-82, heft 11, 1914.

NEGROES AND INDIANS.

499. **Adams, Elbridge L.** The negro music school settlement. *Southern workman*, 44: 161-65, March 1915.

Describes the work of the Music school settlement for colored people, New York city. Encourages among negro pupils "the beauties and possibilities of their own racial music," etc.

500. **Hunter, Lucy E.** Higher academic training for the Indian. *Southern workman*, 44: 139-43, March 1915.

A plea for the higher education of the Indian.

DEFECTIVE AND DELINQUENT CHILDREN.

501. **Bronner, Augusta F.** A comparative study of the intelligence of delinquent girls. New York city, Teachers college, Columbia university, 1914. 95 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 68.)

Bibliography: p. 88.

502. **MacMurchy, Helen.** Organization and management of auxiliary classes. [Toronto] L. K. Cameron, 1915. 212 p. illus. 12°. (Ontario. Department of education. Educational pamphlets, no. 7.)

Bibliography: p. 191-207.

503. **Williams, J. Harold.** A study of 150 delinquent boys. Stanford university, Cal., 1915. 15 p. 8°. (Stanford university. Department of education. Research laboratory of the Buckel foundation. Bulletin no. 1, February 1915.)

Part of a general survey of the Whittier state school at Whittier, Cal.

LIBRARIES AND READING.

504. Cabot, Ella Lyman. Children's reading as a help in training character. *American schoolmaster*, 8: 49-65, February 1915.
Suggests two plans for increasing the life-giving influence of literature.
505. Johnston, William Dawson. The school librarian—training and status. *Minnesota public library commission library notes and news*, 4: 157-60, March 1915.
506. Lewis, George L. Teaching children how to use the library. *Public libraries*, 20: 121-23, March 1915.
Presented at the Stockbridge meeting of the Massachusetts library club, October 23, 1914.
Gives an outline for an hour's exercise on how to use the library.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

507. Education for the home; by Benjamin R. Andrews. Part II. The states and education for the home, rural schools, elementary schools, high schools, normal schools, technical institutions, various agencies and organizations. Washington, 1915. 207 p. plates. (Bulletin, 1914, no. 37.)
508. Education for the home; by Benjamin R. Andrews. Part III. Colleges and universities. Washington, 1915. 109 p. plates. (Bulletin, 1914, no. 38.)
509. Education for the home; by Benjamin R. Andrews. Part IV. List of references on education for the home, cities and towns teaching household arts. Washington, 1915. 61 p. (Bulletin, 1914, no. 39.)
510. The educational museum of the St. Louis public schools; by Carl G. Rathmann. Washington, 1915. 55 p. plates. (Bulletin, 1914, no. 48.)
511. Efficiency and preparation of rural school teachers; by Harold W. Foght. Washington, 1915. 54 p. plates. (Bulletin, 1914, no. 49.)
512. The health of school children. Contributions from American medical journals, July, 1913, to July, 1914; compiled by W. H. Heck. Washington, 1915. 156 p. (Bulletin, 1915, no. 4.)

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. A. T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- †No. 2. List of publications of the United States Bureau of Education, 1867-1907.
- †No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- †No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott.
- †No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- *No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public society and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- *No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- †No. 4. The biological stations of Europe. Charles A. Kofoid.
- *No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- †No. 3. Agencies for the improvement of teachers in service. William C. Ruediger.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- *No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- †No. 7. Undergraduate work in mathematics in colleges and universities.
- †No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
- No. 9. Mathematics in the technological schools of college late grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- †No. 12. Training of teachers of elementary and secondary mathematics.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Fickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry F. King. 10 cts.
- †No. 16. Mathematics in the public and private secondary schools of the United States.
- †No. 17. List of publications of the United States Bureau of Education. October, 1911.
- †No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
- †No. 2. Mathematics at West Point and Annapolis.
- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 16 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12.]
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- †No. 10. Bibliography of education in agriculture and home economics.
- †No. 11. Current educational topics. No. I.
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